

**OKLAHOMA PRIORITY ACADEMIC STUDENT SKILLS, GRADE 4  
CORRELATED WITH  
AMERICAN CAREERS FOR KIDS**

The page numbers listed from ACK! refer to the Student ACK!tivity Book.

<b>LANGUAGE ARTS</b>	
<p><b>READING</b></p> <p><b>I. Reading Process:</b> Student will apply a wide range of strategies to comprehend, interpret, evaluate and appreciate texts.</p> <p>Throughout the program, students can be encouraged and are expected to apply comprehension and decoding strategies. The real-world text inspires appreciation. The following assignments require direct application of comprehension, interpretation and evaluation strategies:</p> <p>Pages 1-4, 5-6, 8, 12, 16, 17, 28, 29, 34, 36, 37, 38, 39-41, 42, 44, 45, 46, 49-50, 55, 58, 59.</p> <p><b>II. Responding to Text:</b> Students read, construct meaning and respond to a wide variety of literary forms.</p> <ul style="list-style-type: none"> <li>• Paraphrase expository text by stating important ideas and supporting details. Pages 5-6, 12, 16, 20-21, 55, 58.</li> <li>• Distinguish between fact/opinion and fiction/nonfiction. Pages 8, 12, 13, 28, 31, 45, 46, 49-50.</li> <li>• Make inferences and draw conclusions from informational text and stories beyond personal experience. Pages 5-6, 8, 12, 13, 16, 18-19, 20-21, 27, 28, 29, 36, 37, 38, 42, 45, 46, 49-50, 55, 58, 59.</li> <li>• Connect information and events from text to life experiences, other texts and world events. Pages 1-4, 5-6, 12, 13, 16, 18, 20-21, 28, 31, 38, 42, 44, 45, 46, 49-50, 55, 58, 59.</li> </ul>	<ul style="list-style-type: none"> <li>• Assimilate new ideas introduced in text through discussion, art, drama, choral reading and writing. Pages 5-6, 12, 13, 15, 16, 18-19, 20-21, 23-24, 28, 29, 32-33, 37, 42, 44, 45, 49-50, 51, 55, 58, 59.</li> <li>• Support ideas by reference to evidence in the text. Pages 16, 20-21, 37, 38, 42, 49-50, 58.</li> </ul> <p><b>III. Information and Research:</b> Students read widely to acquire knowledge, conduct research and organize information.</p> <ul style="list-style-type: none"> <li>• Select a topic, formulate questions and select appropriate resources for research. Pages 5-6, 12, 13, 20-21, 28, 29, 31, 38, 45, 46, 49-50.</li> <li>• Identify key words to be used in searching for resources and information. Pages 12, 13, 20-21, 25, 28, 29, 31, 45, 46, 49-50.</li> <li>• Take notes to paraphrase or summarize information. Pages 12, 13, 28, 29, 31, 38, 46, 49-50.</li> <li>• Interpret information from charts, maps, graphs, tables and diagrams. Pages 10-11, 13, 20-21, 28, 29, 54.</li> </ul>

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<p><b>LANGUAGE ARTS</b> <i>(continued)</i></p>	
<ul style="list-style-type: none"> <li>• Follow multiple-step directions to accomplish tasks.  Pages 1-4, 5-6, 10-11, 13, 27, 29, 32-33, 35, 36, 39-41, 46, 47-48, 51, 53, 58, 59.</li> <li>• Understand the organization of and access information from electronic card catalogs and databases, encyclopedias, atlases, almanacs, tables of contents, glossaries and indexes.  Pages 12, 13, 20-21, 25, 28, 29, 31, 46, 49-50.</li> <li>• Compile researched information into a written report or summary.  Pages 20-21, 29, 31, 38, 58.</li> </ul> <p><b>IV. Effective Reading Habits: Students demonstrate the behaviors, habits and attitudes of an effective reader.</b></p> <ul style="list-style-type: none"> <li>• Read for a variety of purposes: for pleasure, to gain information, to communicate or to support an opinion.  Pages 1-4, 12, 13, 16, 20-21, 25, 28, 29, 31, 46, 49-50, 54, 58.</li> <li>• Select reading material appropriate for the reading level, purpose and interest.  Pages 12, 13, 16, 20-21, 25, 28, 29, 31, 46, 49-50, 54, 58.</li> </ul>	<p><b>WRITING</b></p> <p><b>I. Use a writing process to develop and refine composition skills.</b></p> <ul style="list-style-type: none"> <li>• Participate in prewriting activities such as brainstorming, using graphic organizers and freewriting.  Pages 5-6, 20-21, 28, 29, 31, 34, 37, 38, 42, 58, Performance Assessment</li> <li>• Select a focus and an organizational structure based upon purpose, audience, length and required format and write one or more drafts by categorizing ideas, organizing them into paragraphs and blending paragraphs into longer text.  Pages 5-6, 12, 13, 16, 20-21, 22, 34, 37, 38, 47-48, 58.</li> <li>• Revise selected drafts by adding, elaborating, deleting, combining and rearranging text.  Pages 5-6, 16, 34, 58.</li> <li>• Edit drafts to ensure standard usage, mechanics, spelling and varied sentence structure.  Pages 5-6, 16, 34, 58.</li> <li>• Share writing with peers and adults.  Pages 16, 22, 34, 58.</li> </ul> <p><b>II. Communicate through a variety of written forms and for various audiences and purposes.</b></p> <p>Pages 5-6, 14-15, 16, 20-21, 22, 23-24, 26, 29, 31, 32-33, 34, 37, 38, 39-41, 42, 47-48, 54, 56-57, 58.</p>

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<p><b>LANGUAGE ARTS</b> <i>(continued)</i></p> <p><b>III. Use descriptive language including action verbs and vivid adjectives and adverbs.</b></p> <p>Students can be encouraged to apply this standard in all written assignments.</p> <p><b>IV. Write legibly by selecting manuscript or cursive as appropriate.</b></p> <p>Students can be encouraged to apply this standard in all written assignments.</p> <p><b>GRAMMAR USAGE AND MECHANICS</b></p> <p><b>I. Demonstrate appropriate practices in speaking and writing.</b></p> <p>Students can be encouraged to apply this standard in all oral and written assignments.</p> <p><b>LISTENING AND SPEAKING</b></p> <ul style="list-style-type: none"> <li>• Demonstrate thinking skills in listening, speaking, reading and writing.</li> </ul> <p>Pages 1-4, 5-6, 8, 12, 13, 14-15, 16, 18-19, 20-21, 22, 23-24, 26, 27, 28, 29, 31, 32-33, 34, 37, 38, 39-41, 42, 44, 45, 46, 47-48, 51, 53, 54, 55, 56-57, 58, 59.</p> <ul style="list-style-type: none"> <li>• Listen for information and for pleasure.</li> </ul> <p>Pages 18-19, 27, 34, 38, 39-41, 44, 45, 51, 55, 56-57, 59.</p> <ul style="list-style-type: none"> <li>• Show consideration for others.</li> </ul> <p>Pages 14-15, 18-19, 23-24, 27, 29, 32-33, 34, 37, 38, 39-41, 42, 44, 45, 56-57, 59.</p>	<p><b>VISUAL LITERACY</b></p> <ul style="list-style-type: none"> <li>• Distinguish fact, opinion and fiction in print and nonprint media in literature and advertising.</li> </ul> <p>Pages 5-6, 8, 16, 37.</p> <ul style="list-style-type: none"> <li>• Interpret and evaluate the various ways visual image makers such as graphic artists, illustrators and news photographers represent meaning.</li> </ul> <p>Pages 8, 12, 13, 28, 29, 42, 49-50, 55.</p> <ul style="list-style-type: none"> <li>• Access information from a variety of sources including dictionary, an encyclopedia, a thesaurus, an atlas, an almanac and the Internet.</li> </ul> <p>Pages 12, 13, 20-21, 25, 28, 29, 31, 38, 46, 49-50, 54, 58.</p>
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<p><b>MATHEMATICS</b></p>	
<p><b>PROBLEM SOLVING</b></p> <ul style="list-style-type: none"> <li>• Use problem-solving approaches. Pages 17, 20-21, 26, 27, 29, 35, 36, 38, 44, 51, 54.</li> <li>• Formulate problems from everyday and mathematical situations. Pages 13, 17, 20-21, 26, 27, 29, 38, 42, 43, 44, 46, 51, 53, 54.</li> <li>• Develop, test and apply strategies to solve a variety of routine and nonroutine problems. Pages 9, 10-11, 12, 13, 17, 18-19, 26, 27, 29, 31, 35, 36, 38, 39-41, 42, 43, 44, 46, 51, 52, 54, 59.</li> <li>• Verify and interpret results with respect to the original problem. Pages 17, 18-19, 20-21, 26, 27, 29, 35, 36, 38, 43, 44, 46, 51, 52, 54, 59.</li> <li>• Distinguish between necessary and irrelevant information in solving problems. Pages 17, 20-21, 26, 27, 29, 35, 36, 38, 42, 43, 44, 46, 51, 52, 54.</li> </ul> <p><b>COMMUNICATION</b></p> <ul style="list-style-type: none"> <li>• Express mathematical ideas coherently and clearly to peers, teachers and others. Pages 1-4, 5-6, 17, 18-19, 20-21, 26, 27, 29, 35, 36, 38, 39-41, 42, 43, 44, 46, 51, 52, 54, 59.</li> </ul>	<ul style="list-style-type: none"> <li>• Extend mathematical knowledge by considering the thinking and strategies of others. Pages 5-6, 17, 20-21, 26, 27, 35, 36, 38, 39-41, 42, 43, 44, 46, 51, 52, 54.</li> <li>• Relate manipulatives, pictures, diagrams and symbols to mathematical ideas. Pages 9, 10-11, 12, 13, 18-19, 26, 27, 29, 31, 35, 36, 38, 42, 44, 46, 51, 54.</li> <li>• Represent, discuss, write and read mathematical ideas and concepts. Pages 1-4, 5-6, 9, 10-11, 12, 13, 17, 18-19, 20-21, 25, 26, 27, 29, 31, 35, 36, 38, 39-41, 42, 43, 44, 45, 46, 51, 52, 53, 54, 59.</li> </ul> <p><b>REASONING</b></p> <ul style="list-style-type: none"> <li>• Explain mathematical situations using patterns and relationships. Pages 9, 10-11, 13, 18-19, 26, 27, 29, 35, 36, 38, 42, 44, 45, 46, 51, 52, 54.</li> <li>• Demonstrate thinking processes using a variety of age-appropriate materials and reasoning processes. Pages 1-4, 5-6, 9, 10-11, 13, 17, 18-19, 20-21, 26, 27, 29, 31, 35, 36, 38, 39-41, 42, 43, 44, 45, 46, 51, 53, 54, 59.</li> </ul>

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<p><b>MATHEMATICS</b> <i>(continued)</i></p>	
<ul style="list-style-type: none"> <li>• Make predictions and draw conclusions about mathematical ideas and concepts.  Pages 1-4, 5-6, 12, 13, 17, 18-19, 20-21, 26, 27, 29, 31, 35, 36, 38, 39-41, 42, 43, 44, 46, 51, 52, 54.</li> </ul> <p><b>CONNECTIONS</b></p> <ul style="list-style-type: none"> <li>• Relate various concrete and pictorial models of concepts and procedures to one another.  Pages 9, 10-11, 18-19, 26, 27, 31, 35, 36, 38, 42, 44, 45, 46, 51, 52.</li> <li>• Link concepts to procedures and eventually to symbolic notation.  Pages 26, 27, 29, 35, 36, 38, 44, 46, 54.</li> <li>• Recognize relationships among different topics within mathematics.  Pages 10-11, 17, 27, 43.</li> <li>• Use mathematical strategies to solve problems that relate to other curriculum areas and the real world.  Pages 1-4, 5-6, 12, 13, 17, 18-19, 20-21, 25, 26, 27, 29, 31, 35, 36, 38, 39-41, 43, 44, 45, 46, 51, 52, 53, 54.</li> </ul>	<p><b>REPRESENTATION</b></p> <ul style="list-style-type: none"> <li>• Create and use a variety of representations appropriately and with flexibility to organize, record and communicate mathematical ideas: dramatizations, manipulatives, drawings, diagrams, tables, graphs, symbolic representations.  Pages 9, 10-11, 12, 13, 18-19, 26, 27, 29, 31, 35, 36, 38, 42, 44, 45, 46, 51, 52, 54.</li> <li>• Use representations to model and interpret physical, social and mathematical situations: counters, pictures, tally marks, number sentences, geometric models; translate between diagrams, tables, charts, graphs.  Pages 9, 10-11, 26, 27, 31, 35, 36, 38, 42, 45, 46, 54.</li> </ul> <p><b>PATTERNS</b></p> <ul style="list-style-type: none"> <li>• Discover, describe, extend and create a wide variety of patterns using tables, graphs, rules and models.  Pages 9, 10-11, 18-19, 26, 27, 28, 32-33, 34, 35, 36, 37, 38, 45, 46, 47-48, 51, 52, 54.</li> <li>• Use patterns to develop elementary function concepts.  Pages 26, 27, 29, 38, 51, 52.</li> </ul> <p><b>Number Sense</b></p> <ul style="list-style-type: none"> <li>• Use knowledge of place value to model, describe and record whole numbers and decimals to tenths and hundredths.</li> </ul>

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<b>MATHEMATICS</b> <i>(continued)</i>	
<ul style="list-style-type: none"> <li>• Read, write, rename, model, compare and order whole numbers through 6 digits.  Pages 38, 43, 46, 52, 58.</li> <li>• Apply estimation skills when adding and subtracting fractions with like denominators and decimals of the same place value.  Pages 17, 38, 51.</li> </ul> <p><b>Number Operations and Computation</b></p> <ul style="list-style-type: none"> <li>• Develop fluency with single-digit multiplication facts and their related division facts.  Pages 17, 26, 38, 43, 44.</li> <li>• Use multiplication and division facts to compute related problems.  Pages 17, 38, 43, 44.</li> <li>• Apply a variety of estimation and mental math techniques to simplify computations.  Pages 17, 38, 52, 58.</li> <li>• Develop benchmarks for fractions and decimals and place them on a number line.  Pages 35, 36.</li> </ul>	<p><b>Geometry and Spatial Sense</b></p> <ul style="list-style-type: none"> <li>• Identify, draw and construct models of intersecting lines, parallel lines and perpendicular lines.  Pages 9, 10-11, 12, 13, 27, 42, 44.</li> <li>• Compare angles equal or less than 90 degrees.  Pages 9, 10-11, 12, 13, 39-41, 42, 44.</li> <li>• Describe, compare, classify and construct two- and three-dimensional figures.  Pages 9, 10-11, 12, 13, 28, 39-41, 42, 45, 55.</li> <li>• Describe the effects on two- and three-dimensional objects when they slide, flip and turn.  Pages 10-11, 42.</li> </ul> <p><b>Measurement</b></p> <ul style="list-style-type: none"> <li>• Select an appropriate unit of measure to solve application problems involving length, perimeter, area, weight, time, money and temperature.  Pages 9, 10-11, 13, 17, 26, 27, 35, 36, 38, 44, 53, 54.</li> <li>• Solve application problems involving time and temperature.  Pages 18-19, 20-21, 26, 29, 31, 36, 46, 53, 54.</li> </ul>

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<b>MATHEMATICS</b> <i>(continued)</i>	<b>SCIENCE</b>
<p><b>Data Analysis</b></p> <ul style="list-style-type: none"> <li>• Read, interpret and construct tables and graphs.  Pages 26, 27, 29, 38, 54.</li> <li>• Design investigations, collect, organize, record and interpret the data gathered based on the investigations.  Pages 1-4, 18-19, 20-21, 26, 27, 29, 31, 36, 38, 53, 54.</li> <li>• Examine data displays such as tallies, tables, charts and graphs and use the observations to pose and answer questions.  Pages 1-4, 20-21, 26, 31, 38, 46, 54.</li> </ul>	<p><b>PROCESSES AND INQUIRY</b></p> <p><b>Observing and Measuring</b></p> <ul style="list-style-type: none"> <li>• Make descriptive or numerical observations in a given set of objects, organisms or events.  Pages 1-4, 5-6, 12, 13, 16, 18-19, 20-21, 26, 27, 28, 29, 31, 32-33, 35, 36, 37, 38, 39-41, 45, 46, 49-50, 51, 53, 54, 55, 56-57.</li> <li>• Identify similar or different characteristics in a given set of objects, organisms or events.  Pages 12, 18-19, 20-21, 26, 27, 28, 29, 31, 38, 49-50, 53, 56-57.</li> </ul> <p><b>Classifying</b></p> <ul style="list-style-type: none"> <li>• Identify and use observable properties to order or classify a set of objects, organisms or events.  Pages 12, 26, 27, 35, 36, 54.</li> <li>• Select a serial order for each property within a set of objects, organisms or events.  Pages 31, 35, 36, 45, 46.</li> </ul>

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<p><b>SCIENCE</b> <i>(continued)</i></p>	
<p><b>Experimenting</b></p> <ul style="list-style-type: none"> <li>• Ask questions about the world and formulate an orderly plan to investigate a question.  Pages 5-6, 18-19, 20-21, 26, 27, 29, 38, 53, 54, 56-57.</li> <li>• Arrange the steps of a scientific problem in logical order.  Pages 18-19, 26, 39-41, 45, 53, 54.</li> <li>• Design and conduct a scientific investigation.  Page 53.</li> </ul> <p><b>Interpreting</b></p> <ul style="list-style-type: none"> <li>• Report data using charts, tables and graphs.  Pages 26, 27, 29, 31, 38, 47-48, 54.</li> <li>• Use data to construct a reasonable explanation.  Pages 5-6, 12, 13, 16, 18-19, 20-21, 26, 29, 38, 42, 46, 51, 53, 54, 58.</li> <li>• Develop descriptions, explanations and predictions based on evidence.  Pages 5-6, 12, 13, 16, 18-19, 20-21, 26, 28, 31, 34, 37, 38, 42, 44, 46, 51, 53, 54, 56-57, 58.</li> </ul>	<p><b>Communicating</b></p> <ul style="list-style-type: none"> <li>• Create a chart or a line, bar or simple circle graph.  Pages 26, 27, 29, 32-33, 37, 38, 47-48, 54.</li> <li>• Communicate the results of investigations and give explanations based on data.  Pages 1-4, 5-6, 12, 13, 18-19, 20-21, 26, 27, 29, 31, 38, 44, 46, 51, 53, 54, 56-57.</li> </ul> <p><b>Safety in the Science Classroom</b></p> <ul style="list-style-type: none"> <li>• Recognize potential hazards within a science activity.  Pages 26, 27, 36, 51.</li> <li>• Practice safety procedures in all science activities.  Pages 26, 27, 36, 51.</li> </ul> <p><b>Inquiry</b></p> <ul style="list-style-type: none"> <li>• Use different ways to investigate questions and evaluate the fairness of the test.  Pages 1-4, 5-6, 16, 18-19, 20-21, 22, 26, 29, 32-33, 34, 37, 38, 39-41, 42, 44, 46, 47-48, 51, 53, 54, 55, 56-57, 58.</li> <li>• Use a variety of measurement tools and technology.  Pages 9, 10-11, 12, 13, 18-19, 26, 27, 29, 36, 42, 44, 51, 53.</li> </ul>



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<p><b>SCIENCE</b> <i>(continued)</i></p> <ul style="list-style-type: none"> <li>Formulate a general statement to represent the data. Pages 1-4, 5-6, 12, 20-21, 26, 27, 32-33, 37, 38, 53, 55, 58.</li> <li>Share results of an investigation in sufficient detail so that data may be combined with data from other students and analyzed further. Pages 12, 13, 16, 18-19, 20-21, 22, 26, 27, 29, 31, 32-33, 37, 38, 44, 46, 53, 54, 56-57.</li> </ul> <p><b>PHYSICAL SCIENCE</b></p> <p><b>Properties of Objects and Materials</b></p> <ul style="list-style-type: none"> <li>Properties of objects can be measured using tools such as rulers, balances and thermometers. Pages 10-11, 13, 27, 36, 42, 44, 53, 54.</li> <li>Changes in properties can be observed, described, measured and recorded. Pages 26, 29, 36, 53, 54.</li> </ul> <p><b>LIFE SCIENCE</b></p> <p><b>Characteristics of Organisms</b></p> <ul style="list-style-type: none"> <li>Plants and animals have different structures that enable them to function in their environment. Pages 12, 26, 27, 28, 29, 49-50, 53.</li> </ul>	<ul style="list-style-type: none"> <li>Living organisms can be classified using various characteristics. Pages 12, 26, 28, 29, 49-50, 53.</li> </ul> <p><b>Life Cycles of Organisms</b></p> <ul style="list-style-type: none"> <li>Many characteristics of an organism, such as the color of flowers or the number of limbs on an animal are inherited from the parents of the organisms. Pages 49-50, 53.</li> <li>Some characteristics of an organism are learned through interactions with the environment, such as learning to ride a bicycle or teaching a dog a trick. Page 30.</li> </ul> <p><b>Organisms and Environments</b></p> <ul style="list-style-type: none"> <li>Changes in environmental conditions can affect the survival of individual organisms and/or entire species. Pages 12, 53.</li> <li>Organisms in a community depend on each other for food, shelter and reproduction. Pages 12, 49-50.</li> <li>Human interactions, such as building, pollution and clearing the land impact the environment. Pages 13, 49-50, 52, 55.</li> </ul>
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<b>SCIENCE</b> <i>(continued)</i>	<b>SOCIAL STUDIES</b>
<p><b>EARTH AND SPACE SCIENCE</b></p> <p><b>Properties of Earth Materials</b></p> <ul style="list-style-type: none"> <li>• Earth materials consist of rocks, soils, water and air.</li> </ul> <p>Pages 20-21, 49-50, 53, 54.</p> <p><b>Objects in the Sky</b></p> <ul style="list-style-type: none"> <li>• The earth is one of several planets that orbits the sun and the moon orbits around the earth.</li> </ul> <p>Pages 43, 44.</p> <p><b>Changes in Earth and Sky</b></p> <ul style="list-style-type: none"> <li>• Weather exhibits daily and seasonal patterns.</li> </ul> <p>Pages 20-21, 49-50, 54.</p>	<p><b>PEOPLE, PLACES AND ENVIRONMENTS</b></p> <ul style="list-style-type: none"> <li>• Explain how people are influenced by, adapt to and alter their environment, including agricultural efforts, housing, occupations, industries, transportation methods and communication.</li> </ul> <p>Pages 1-4, 5-6, 13, 16, 18-19, 20-21, 22, 34, 38, 42, 44, 45, 46, 49-50, 52, 55, 58.</p> <ul style="list-style-type: none"> <li>• Describe how people attempt to resolve geographic challenges.</li> </ul> <p>Pages 5-6, 13, 20-21.</p> <ul style="list-style-type: none"> <li>• Identify the physical and political features of the state of Oklahoma, including major bodies of water, landforms and cities.</li> </ul> <p>Page 13.</p> <ul style="list-style-type: none"> <li>• Locate, describe and compare the physical characteristics of regions in the United States.</li> </ul> <p>Pages 20-21.</p> <ul style="list-style-type: none"> <li>• Construct and use maps, charts and tables with appropriate geographic vocabulary, tools and technologies.</li> </ul> <p>Page 13.</p>

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<b>SOCIAL STUDIES</b> <i>(continued)</i>	<b>SCANS SKILLS</b>
<p><b>Time, Continuity and Change</b></p> <ul style="list-style-type: none"> <li>Construct timelines from the 1750s through the early 1900s of events in Oklahoma and regions of the United States.</li> </ul> <p>Pages 31, 46.</p> <p><b>Production, Distribution and Consumption</b></p> <ul style="list-style-type: none"> <li>Identify examples of making economic choices based on a region's natural resources, and explain what is given up when making those choices.</li> </ul> <p>Pages 13, 20-21, 38, 54.</p> <ul style="list-style-type: none"> <li>Describe the relationship of price to supply and demand.</li> </ul> <p>Pages 16, 22.</p>	<ol style="list-style-type: none"> <li>The basics, reading, writing, arithmetic, speaking and listening. Every student assignment.</li> <li>Think creatively, make decisions, solve problems, see things in the "mind's eye," learn and reason. Every student assignment.</li> <li>Character and self-discipline, a sense of individual responsibility, self-esteem and integrity. Pages 1-4, 14-15, 23-24, 32-33, 39-41, 47-48, 56-57, 58, Performance Assessment.</li> <li>Resources, ability to handle and allocate time, money, materials, space and staff. Pages 5-6, 14-15, 17, 20-21, 23-24, 34, 37, 39-41, 42, 47-48, 51.</li> <li>Teamwork, the ability to work in teams, teach others, serve customers, negotiate and work well with people from culturally diverse backgrounds. Pages 14-15, 18-19, 23-24, 27, 29, 32-33, 37, 39-41, 45, 51, 56-57, 59. In addition, almost every assignment supports this skill if the instruction is delivered in cooperative groups.</li> <li>Research skills, the ability to find information, judge whether it is useful or not, organize it, maintain files, interpret it, communicate it and use computers to process it. Pages 5-6, 12, 13, 20, 25, 28, 29, 30, 31, 38, 42, 45, 46, 49-50, 58, Performance Assessment.</li> </ol>

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<b>SCANS SKILLS</b> <i>(continued)</i>	<b>COUNSELING STANDARDS</b>
<p>7. Systems, knowledge of social, organizational and technical systems and an individual's role in them, how society works, how business works, how to work in them, how to improve oneself and make suggestions to help the organization.</p> <p>Pages 1-4, 5-6, 18-19, 20-21, 23-24, 28, 31, 32-33, 36, 37, 38, 39-41, 42, 47-48, 58, Performance Assessment.</p> <p>8. Occupational skills, the ability to select, maintain and use tools and equipment related to specific job tasks.</p> <p>Pages 12, 26, 27, 29, 39-41, 44, 51, 53.</p>	<p><b>Academic Development, Standard A:</b> Acquire the attitudes, knowledge and skills that contribute to effective learning in school and across the life span.</p> <p>Pages 1-4, 14-15, 18-19, 23-24, 27, 29, 32-33, 37, 39-41, 44, 45, 47-48, 51, 55, 56-57, 58, 59.</p> <p><b>Academic Development, Standard B:</b> Complete school with the academic preparation essential to choose from a wide range of substantial postsecondary options, including college.</p> <p>Pages 1-4, 5-6, 8, 12, 13, 16, 17, 18-19, 20-21, 22, 25, 26, 27, 28, 29, 30, 31, 32-33, 34, 35, 36, 37, 38, 42, 43, 44, 45, 46, 47-48, 49-50, 52, 53, 54, 55, 58, 59</p> <p><b>Academic Development, Standard C:</b> Understand the relationship of academics to the world of work and to life at home and in the community.</p> <p>Pages 1-4, 9, 12, 13, 16, 17, 20-21, 25, 26, 27, 28, 29, 34, 35, 36, 37, 38, 43, 44, 45, 46, 49-50, 52, 53, 54, 55, 58, Performance Assessment.</p> <p><b>Career Development, Standard A:</b> Acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.</p> <p>Pages 1-4, 14-15, 23-24, 32-33, 34, 37, 39-41, 45, 46, 47-48, 56-57, 58, 59, Performance Assessment.</p> <p><b>Career Development, Standard B:</b> Employ strategies to achieve future career goals with success and satisfaction.</p> <p>Pages 1-4, 5-6, 25, 31, 38, 44, 45, 46, 55, 58, Performance Assessment.</p>

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<b>COUNSELING STANDARDS</b> <i>(continued)</i>	<b>NATIONAL CAREER DEVELOPMENT GUIDELINES</b>
<p><b>Career Development, Standard C:</b> Understand the relationship between personal qualities, education, training and the world of work.</p> <p>Pages 1-4, 14-15, 23-24, 27, 32-33, 34, 37, 39-41, 56-57, 58, 59, Performance Assessment.</p> <p><b>Personal/Social Development, Standard A:</b> Acquire the knowledge, attitudes and interpersonal skills to understand and respect self and others.</p> <p>Pages 1-4, 5-6, 8, 14-15, 18-19, 23-24, 27, 32-33, 34, 37, 39-41, 47-48, 56-57, 58, 59.</p> <p><b>Personal/Social Development, Standard B:</b> Make decisions, set goals and take necessary action to achieve goals.</p> <p>Pages 1-4, 5-6, 14-15, 23-24, 32-33, 37, 47-48, 56-57, 58</p> <p><b>Personal/Social Development, Standard C:</b> Understand safety and survival skills.</p> <p>Pages 14-15, 23-24, 32-33, 37</p>	<p><b>Self-Knowledge</b></p> <p><b>Competency I:</b> Knowledge of the importance of a positive self-concept.</p> <p>Pages 1-4, 14-15, 22, 23-24, 32-33, 47-48, 56-57, 58, Performance Assessment.</p> <p><b>Competency II:</b> Skills to interact positively with others.</p> <p>Pages 1-4, 5-6, 14-15, 16, 18-19, 22, 23-24, 27, 29, 32-33, 34, 37, 38, 39-41, 42, 44, 45, 56-57, 59.</p> <p><b>Competency III:</b> Awareness of the importance of growth and change.</p> <p>Pages 8, 14-15, 22, 23-24, 26, 29, 32-33, 37, 39-41, 47-48, 56-57, 58, Performance Assessment.</p> <p><b>Educational and Occupational Exploration</b></p> <p><b>Competency IV:</b> Awareness of the benefits of educational achievement.</p> <p>Pages 7, 8, 9, 10-11, 12, 13, 16, 17, 18-19, 20-21, 22, 25, 26, 27, 28, 29, 30, 31, 34, 35, 36, 37, 38, 39-41, 42, 43, 44, 45, 46, 47-48, 49-50, 51, 52, 53, 54, 55, 56-57, 58, Performance Assessment.</p> <p><b>Competency V:</b> Awareness of the relationship between work and learning.</p> <p>Pages 5-6, 7, 8, 9, 10-11, 12, 13, 16, 17, 20-21, 22, 25, 26, 27, 28, 29, 30, 31, 34, 35, 36, 37, 38, 39-41, 42, 43, 44, 45, 46, 47-48, 49-50, 51, 52, 53, 54, 55, 58, Performance Assessment.</p>

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<b>NATIONAL CAREER DEVELOPMENT GUIDELINES</b> <i>(continued)</i>	
<p><b>Competency VI:</b> Skills to understand and use career information.</p> <p>Pages 1-4, 5-6, 8, 13, 16, 17, 20-21, 22, 26, 27, 28, 29, 30, 31, 35, 36, 37, 38, 42, 43, 44, 45, 46, 49-50, 52, 53, 54, 55, 58, 59, Performance Assessment.</p> <p><b>Competency VII:</b> Awareness of the importance of personal responsibility and good work habits.</p> <p>Pages 14-15, 16, 17, 22, 23-24, 27, 29, 32-33, 34, 39-41, 43, 44, 45, 47-48, 51, 53, 56-57, 58, Performance Assessment.</p> <p><b>Competency VIII:</b> Awareness of how work relates to the needs and functions of society.</p> <p>Pages 5-6, 9, 10-11, 12, 13, 16, 17, 18-19, 20-21, 22, 26, 27, 28, 29, 31, 34, 35, 36, 37, 38, 42, 43, 44, 45, 46, 49-50, 52, 53, 54, 55, 58, 59, Performance Assessment.</p> <p><b>Career Planning</b></p> <p><b>Competency IX:</b> Understanding how to make decisions.</p> <p>Pages 1-4, 5-6, 8, 12, 13, 14-15, 16, 17, 20-21, 22, 23-24, 32-33, 34, 37, 38, 39-41, 42, 44, 45, 47-48, 58, Performance Assessment.</p> <p><b>Competency X:</b> Awareness of the interrelationship of life roles.</p> <p>Pages 1-4, 5-6, 7, 12, 13, 16, 17, 22, 23-24, 26, 27, 28, 34, 35, 37, 38, 39-41, 49-50, 52, 53, 54, 55, 56-57, 58, 59, Performance Assessment.</p> <p><b>Competency XI:</b> Awareness of different occupations and changing male/female roles.</p> <p>Pages 5-6, 13, 16, 17, 22, 31, 34, 37, 39-41, 42, 43, 44, 45, 46, 47-48, 49-50, 52, 53, 54, 55, 56-57, 58, Performance Assessment.</p>	<p><b>Competency XII:</b> Awareness of the career planning process.</p> <p>Pages 1-4, 9, 10-11, 16, 17, 20-21, 22, 25, 26, 27, 28, 29, 30, 31, 34, 35, 36, 37, 38, 42, 43, 44, 45, 49-50, 51, 52, 53, 54, 55, 56-57, 58, Performance Assessment.</p>